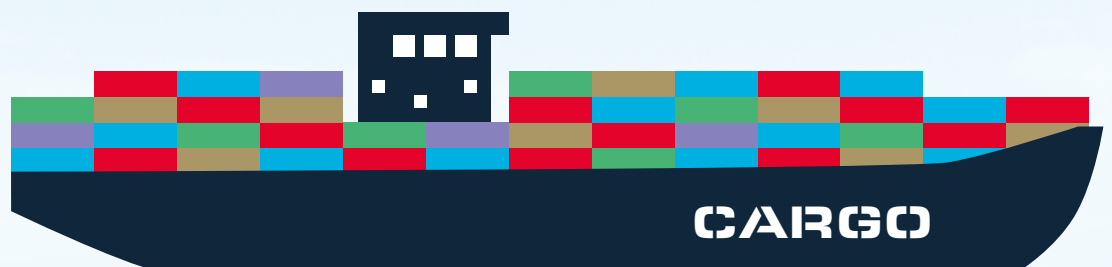




TRINITY HOUSE

Global connections

KS2 Teacher notes





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Age range:

KS2/7-11 year-olds

Key words:

Global, globalisation, trade, navigation, buoys, goods, services, mariners, logos, companies, interconnected, exporting, importing, transport, materials, communication

Lesson objectives:

- Understand what trade is;
- Develop pupils' speaking skills and ability to express themselves verbally in front of a group;
- Understand the importance of seeing different viewpoints and discuss their opinions and explain their views.

Resources:

- Slides: Global connections;
- Worksheet 1: Land, sea or air?

Starter: What is globalisation?

10 minutes

Recap on the definition of the word trade, using slide 4.

Slides 5-6 show a range of company logos. Ask pupils whether they recognise these company logos. Explain that these companies operate on a global scale and that you can buy products made by these companies all over the world.

Ask the class if they know why we trade with other countries before asking what factors they think have helped trade become global. Explain that trade has occurred since civilisation began (albeit on a smaller, local level).

Now separate the class into small groups. Challenge pupils to think about some of the advances that have helped facilitate global trade and discuss these using slide 8. Expand by asking what would happen if we no longer received goods from overseas.

Once they have had time to think about these questions, ask each group to share their thoughts, one at a time, and write them on the board.

Conclude this part of the lesson by explaining the term Globalisation, shown on slide 9.



Activity 1: Shipping and Trinity House

40-50 minutes

Use slide 11 to explain the importance of shipping to trade. The slides present the following facts:

- *Every year, billions of tonnes of goods cross the world's oceans, following the main trade routes.*
- *The most important forms of transport for trade are tankers, bulk carriers and container ships.*
- *The largest of these ships now carry almost 20,000 containers, packed with consumer goods and other materials.*
- *Maritime transport is a vital part in the global economy. Around 95% of all trade is carried for at least part of its journey via sea routes, on a fleet of over 50,000 ships, carrying over 8 billion tons of cargo every year.*

Slides 12-15 highlight the important work of Trinity House in safeguarding ships and seafarers with its lighthouses, buoys, lightvessels and other aids to navigation. Ask pupils to suggest other forms of transport they might expect to be used to carry goods, such as road, train, or air freight etc.

Assign a mode of transport to each group and inform the class they will be holding a debate on the best mode of transport. Separate the class into groups of four and allocate each group a form of transport. Using Worksheet 1, they should research and explore the pros and cons of their given transport method. Groups should record information in support of their position.

Once the group has collated their information, hold a class discussion about which mode of transportation is best, using the research they have collected to support their argument.

Curriculum link: Spoken English

- Articulate and justify answers, arguments and opinions;
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- Participate in discussions, presentations, performances, role play, improvisations and debates.

Curriculum link: Computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration.

Tips for holding a class discussion

- Give pupils enough time to research their mode of transport and fully understand the pros and cons;
- Ask each group to allocate a speaker;
- Allow each group three minutes to present their ideas before being challenged by the rest of the class;
- Remind pupils to be respectful and allow the speaker a chance to communicate their viewpoint without interrupting;
- Encourage pupils to ensure they base their argument on facts and not emotion.

Alternatively, pose the following statement for debate:

For the sake of the environment, all overseas trade should be banned.

The debate can then be structured as a 'ball toss debate'. To do this, each pupil must take a side depending on whether they agree or disagree with the statement. Give pupils time to research the topic so they are equipped with information on the subject matter.

One side of the classroom should be assigned as being in support of the statement and the other side should be against the statement. Each pupil should then move to the side of the classroom they agree with.

Move chairs so that both sides are facing each other and then give one pupil a ball. Pupils should take turns discussing their view on the topic. Only the pupil with the ball can speak. Once the pupil holding the ball has spoken, they should throw it to a member of the opposing team for their chance to participate. Ensure that each child has a chance to speak.



Worksheet 1: Land, sea or air?

Our chosen mode of transport is:

Land

Sea

Air

Positives of this mode of transport:

Negatives of this mode of transport: